

# SADDLEBACK VALLEY UNIFIED SCHOOL DISTRICT

## Districtwide Goals – Section I

### Report of 2008-09 Accomplishments

***1. We shall prepare all students for tomorrow's world through a partnership among school, home and the larger community.***

- a. School and District staffs will collect, analyze and utilize data from formative and summative assessments to make decisions that support and improve student, school and District achievement.
- District and site administrative staff members were provided with assessment data at key release points to analyze progress and make decisions.
  - School site plans included specific data analysis and related plans for instructional improvement.
  - The “K-12 Assessment” website (accessible via the SVUSD Staff Portal) was rebuilt to provide staff with information and resources that are up-to-date and easy to access. Training presentations and handouts, custom-created guides explaining how to run data, and more are now on the website.
  - Instructional Services staff met with intermediate and high school English, mathematics, science and social science chairs to analyze school and district state testing data. Staff development was planned to support instruction in areas of need.
  - 2009 California Standards Test scores indicate that student achievement continues to be strong in our District. The District showed 4 points of 2009 Academic Performance Index (API) growth, while SVUSD schools averaged 4.3 in API growth.
  - The Guidance Department, as a whole, has continued to implement the American School Counselor Association (ASCA) National Model for program delivery which is fundamentally based in data driven results for site services to students. The ASCA model is standards-based and data driven with District benchmark standards for guidance personnel at all sites to enhance student learning and readiness for learning. Data from formative and summative guidance assessments are analyzed both at the site and district level to make decisions about the guidance programs that support and improve student, school, and District achievement.
  - Through the IEP process data is continuously collected in both formative and summative fashion. This year over 3,000 annual IEP team meetings with parents were conducted. In addition, progress reports were shared with parents at the trimester or semester via our Special Education Information System (SEIS) computerized IEP reporting system. Many of these meetings had representatives from other agencies serving the student in attendance thereby fostering a partnership among the school, home and the larger community.
  - Six Learning Management System online classes offered to high schools.

- b. A standards-based, data driven English/language arts program, with an emphasis on persuasive writing, will result in increased student proficiency on classroom, school, District benchmark and state writing assessments.
- A summer committee of teachers representing grades 4-12 met to create grade specific prompts and rubrics for Persuasive writing. Prompts and rubrics have been shared through in-services and district department chair meetings. On-line access to these materials is also available. These rubrics facilitate common scoring and the ability to collect writing data from all schools.
  - Instructional Services coordinated the 6<sup>th</sup> Grade benchmark-writing exam in the spring. Instructional Services aggregated this data and both district and school reports were sent to the schools to be shared with principals and teachers. The average 6-point rubric score for 6th graders taking the District Persuasive Writing Assessment was 3.53 in 2008-2009, an increase over the average of 3.27 in 2007-2008.
  - 2009 California Standards Test (CST) scores indicate that student achievement continues to be strong in our District. 71.8% of SVUSD students were proficient in English-language arts, which is a 3% increase from 68.8% in 2008. 80% of major 2009 CST assessments in English-language arts show an increase from 2008 CST scores (10% remained the same and 10% dropped).

- c. A standards-based, data driven math program, with an emphasis on algebra readiness and algebra skills, will result in increased student proficiency on classroom, school, District benchmark and state mathematics assessments.

- Instructional Services staff coordinated the review and recommendation of new textbooks and resources for grades 7 and 8 mathematics. The grade 8 curriculum from Math 8 (based on grade 7 standards) was revised to Introduction to Algebra (based on Algebra 1 standards) to focus on algebra readiness and algebra skills for grade 8 students not enrolled in Algebra 1 or Geometry.
- The SVUSD Math Resources for Teachers web pages for all grade levels (K-12) were updated. The high school level revisions included the addition of resource materials for all Algebra 2, Intermediate Algebra 2, Algebra 2 Honors, Statistics, and Statistics AP teachers to use during the first year of implementation of newly adopted materials. The K-12 Assessments page of the website was updated to include Math Standards Exams templates for grades K-6.
- 2009 California Standards Test (CST) scores indicate that student achievement continues to be strong in our District. 72.0% of SVUSD students were proficient in mathematics, which is a 1.8% increase from 70.2% in 2008. 64% of major 2009 CST assessments in mathematics show an increase from 2008 CST scores (27% remained the same and 9% dropped).

***2. We shall foster a positive learning environment that will result in the creation of an inspiring and inspired professional learning community.***

- a. District leadership activities will support the expansion of Professional Learning Communities (PLCs) among and across all grade level spans: K-6, 7-8, 9-12.

- A District-wide 7-8 staff development day was held that included best practices and articulation by subject and grade level.
- Department chairs met regularly with coordinators for benchmark development, curricular mapping, textbook adoption and implementation, etc.
- K-6 principals, working in principal PLCs and with teams of teachers, successfully completed benchmark assessments at all grade levels in English/language arts and mathematics and in science for grade 5.
- K-12 principals began to establish the framework for a District-wide Assessment Committee.
- The Pupil Services department encouraged and fostered a positive professional environment that has resulted in a Professional Learning Community of Assistant Principals, Discipline and Campus Supervisors.
- Assistant principals and principals from intermediate and high schools worked as a professional learning community to create a District Discipline Matrix to provide consistency of discipline practices within the district. These matrices are being implemented for the 2009-2010 school year and will be reviewed on a consistent basis.
- Lead campus supervisors met on a monthly basis for updates and resources related to job roles and responsibilities as well as best practices in supervision and safety measures for staff. Lead campus supervisors were empowered to bring resources and information to other campus supervisor staff at their assigned sites. As a professional learning community, communication with administrative staff was a high priority to ensure maximum professional cooperation and collaboration.
- Personnel supported and assisted site administrators in timeline and application process (per contractual provisions) to modify the daily school schedule.
- Schools that embraced the Professional Learning Community (PLC) model included Special Education staff in every aspect of this model. Critical information regarding students with and without disabilities was shared and opportunities for students without disabling conditions who, nonetheless were struggling in school, were made available at four elementary schools in a Learning Center Model.
- During the 2008-09 school year, SVUSD enhanced its community portal system through a learning management tool to allow for better communication and articulation between grade levels and subject areas PLC's. This portal includes the ability to upload and share documents, common assessments, and multimedia presentations. It allows for discussion boards and surveys to better facilitate collaboration.

- b. Targeted professional development will be provided to certificated staff to enhance the use of Data Director and the creation of common assessments.

All elementary sites participated in creating and administering new standards-aligned assessments assigned to 5-school teams in the areas of English-Language Arts and Mathematics (as well as 5th grade Science). These assessments covered all K-6 grade levels. Teams were guided in analyzing assessment data after tests were administered.

- Data- and assessment-related training sessions took place at varied levels. This included training for secondary department chairs on assessment creation and data analysis relative

to their subjects, and also included numerous training sessions to assist five elementary teams (representing all elementary sites) with benchmark technical necessities, creation, and analysis and revision. Individualized training was also supplied, such as training individual schools' administrative teams on using DataDirector, attending individual schools' staff meetings to provide DataDirector and benchmark creation trainings, and attending multi-school department meetings to provide training on how to create assessments, pull state data, navigate state data sites, analyze exam results, and more (specific to each department).

- Administrative staff members (at District and school sites) were provided with assessment data at key release points and used this to analyze progress and make decisions.
- Excel templates were built and used to convert DataDirector and CDE reports into formats most useful for stakeholders (e.g. committee tracking CAHSEE pass rate, format required for Valenzuela documentation, EL tracking, etc.) so needed data could be supplied more quickly to services specific needs.
- Excel templates were built and used to convert DataDirector and CDE reports into formats concurrent with more progressive data analysis (e.g. determining grade level success by comparison to state performance to negate varying levels of difficulty between grades and levels, determining content cluster success by comparison to state minimally proficient performance to negate varying levels of difficulty between clusters, analyzing key subgroup performance in conjunction with Annual Measureable Objectives, etc.).
- SVUSD-specific guides were created to accompany reports generated (e.g. from DataDirector, CDE/DataQuest, etc.) so that recipients were empowered to utilize available reporting tools. These were posted online and regularly provided to assist with staff's reporting needs. Other guides specific to testing and accountability, such as understanding AYP, API, and PI, and understanding the implications and use of variations, accommodations, and modifications, were also shared.
- All Algebra 2 teachers districtwide created, administered and analyzed the results of standards based common semester exams utilizing DataDirector.
- All new hires and BTSA participants were trained on Data Director. BTSA participants accessed and analyzed student test data for lesson planning.
- Technology Services implemented a more robust staff development management system to better handle the needs of the on-site classes in the District. Technology offered over 100 technology training classes in the 2008-09 school year.

The "K-12 Assessment" website (accessible via the SVUSD Staff Portal) was rebuilt to provide staff with information and resources that are up-to-date and easy to access (e.g. so teachers can access school data run for principals and subgroup data run for departments, etc.). Training presentations and handouts, custom-created guides explaining how to run data, and more are also included.

- c. In addition to the traditional standards-based BTSA program and to support student achievement, additional training will be provided to the increased number of CSR Option 2 participating teachers.

- BTSA Lead Support Providers provided professional development and peer coaching to CSR Option II teachers on topics including, grouping, assessment, classroom management and organization, These teachers met monthly in a cohort group where they had the opportunity to share instructional strategies and discuss challenges related to their part-time positions.

d. Staff proficiency on Aeries will be increased through ongoing training and support.

- Identified and provided program information to teachers eligible for BTSA/Induction. *Examples:* Interfaced with Instructional Services on program implementation. Had 45 Year One and 34 Year Two participants in BTSA/Induction; Planned and implemented credential clearing for 34 Induction teachers; Director participated as co-leader of BTSA/Induction Leadership Team; Assistant Superintendent participated as a member.
- Transitioned to a new Staff/Student Portal that allows teachers/students to gain access to their documents from home as well as automatically log them into some of the best resources on the web (i.e. Google Apps). This new portal will also display an executive dashboard for administrators that will display reporting components such as enrollment reports. SVUSD piloted Haiku Communications that allows students and staff to work together on a project sharing a calendar/task list, documents, discussion and links.
- Districtwide implementation of Google Apps that allows for a more collaborative environment. This will reduce the need for Microsoft Office on student workstations.
- Sessions include but are not limited to Aeries Client, Aeries Gradebook, School Messenger, Data Director, Google Docs and BiTech Financials, and the new Staff Portal.
- During the 2009-10 school year, SVUSD will enhance its community portal system through online tools to allow for better communication and articulation between grade levels and subject areas PLC's. This portal will include the ability to upload and share documents, common assessments, and multimedia presentations. It will allow for discussion boards and surveys to better facilitate collaboration.

**3. *We shall encourage and welcome the involvement of parents and the broader community in the educational process and in the celebration of student and organizational successes.***

a. Parent education programs will be promoted to assist in strengthening parenting skills in fostering conditions that enhance student learning.

- Parent Information nights were offered that focused on topics pertinent to students and their parents, i.e. Elementary GATE SDC and Cluster Classes, International Baccalaureate, Two-Way Immersion, College Night, Financial Aid, Freshman Night, etc.
- Through site level Community Liaisons, parent information was provided for at-risk students, Program Improvement School Choice Transfers, Supplemental Education Services (SES), and programs and services specific to the Title I school sites.

- Structured parent education classes designed to assist parents in supporting their children's success in school were provided in the evening for parents at Title I schools.
- b. Partnerships will be expanded among schools, parents and the community which promote ownership of student achievement.
- Despite moderate changes in services offered at school sites due to budget cuts, Guidance staff provided sophomore counseling and collaborative parent information nights such as “preparing your student for High school.”
  - Grant monies were used to support guidance services to school sites and students. Perkins, Tech Prep monies and AB 1802 provided approximately \$2,000,000 in funding for guidance services that involved parents and students meeting with counselors and being active participants in the educational process.
  - Grant monies from the Safe School Violence Prevention (SSVP) Grant were monitored and directed to appropriate expenditures prior to the monies being restricted for emergency use due to the budget crisis. SSVP expenditures were modified to meet grant guidelines regarding the use of psychologists and counselors to support the educational process.
  - Supported these goals through the hiring of highly qualified teachers, administrators, other certificated staff, and classified employees to provide services to schools in regular education programs, special education programs, categorical or grant funded programs, recreation and adult education. *Example:* Hired 82 teachers (including part time categorical and Option II), 17 administrators, 2 other certificated, 230 regular classified employees, 275 certificated substitutes, 281 classified substitutes and exempt employees, and 4,567 certificated and 1,522 classified extra duty assignments.
  - The District now has parent representatives available from the school PTAs who specialize in Special Education information. Parents who have questions related to Special Education can feel free to contact these representatives. In addition, the District has an active Community Advisory Committee (CAC) comprised of parents who have children with and without special needs, general and special education teachers, community representatives, and student representatives. The CAC also provides trainings for parents in Special Education.
  - Increased attendance at Superintendent Forums for PTA/PTO presidents.
  - Supported parent and community functions which brought more community into schools.
  - In addition to school newsletters, residents of SVUSD received biannual reports of the progress with Measure B construction.
  - Implemented a student system that allows parents to see a better picture of graded assignments and future assignments, attendance, graduation requirements and unofficial transcripts. In addition, there was a “push technology” in the 2008-09 school year. Parents and students can request information be “pushed” to their email about school news, class news and District news.

4. ***We shall provide a safe, fully-functioning learning environment that enhances educational programs for all students.***

- Identified and trained District staff members that are either new to the District or have been assigned new disaster preparedness responsibilities.
- Reorganized and updated the District Disaster Handbook and the District Emergency Plan to reflect numerous staff changes.
- Prepared the enrollment projection for 2009/10 and multi-year projections taking into account the potential for school closures.
- Coordinated the Districtwide Participation in the November 13th Great Southern California Shake Out disaster exercise.

a. Business and community partnerships will be maintained and enhanced for innovative funding alternatives.

- Formed a partnership with parents in our communities to review school boundaries and as necessary recommend school closures. This will be accomplished through the Facilities Advisory Committee with all meetings being held within a set period of time.
- Continued outreach to business and community through school functions, Measure B open houses and expanded participation in *Principal for a Day*.

b. The District will advocate for adequate state and federal funding. In addition, we will continue to advocate for statewide reform in education funding.

- Submitted multiple waivers to State Board for delay of textbook adoption and reuse of restricted categorical funds.
- Board Members, PTA and staff participated in lobby efforts in Sacramento on behalf of SVUSD.
- Parents continued visits to local legislators on behalf of adequate funding for SVUSD schools.